Parents' National Educational Union.

The Parents' Union School.

(*Address :* The Director, Parents' Union School, Ambleside.)

Motto: "*I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and
good literature."—(Dean Colet.)

FORM IV.

Pupils' Names ....

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Bible Lessons.

The Bible text (as given in book used) must be read and
narrated first.

Old Testament History,* by J. M. Hardwich and the Rev.
H. Costley-White, D.D. (Murray, 3/6), Vol. II., pp. 79-
213 (selections from *Numbers*, chapters xxii.-xxiv., and
Deuteronomy xxxii.-xxxiv., *Joshua* ; *Judges* ; and *Ruth.*

The Acts, chapters 23-28. Selections from *The Acts of
the Apostles*, by E. M. Knox (Macmillan, 4/6), pp. 344-
401, may be read, *or*, use *One Volume Bible Commentary*,
by J. R. Drummelow (Macmillan, 10/-). *The Saviour of
the World,** Vol. VI. (P.N.E.U. Office, 3/-), pp. 344-
401, with Bible passages from index.

Optional : (*a*) Peloubet's *Bible Dictionary* (R.T.S., 10/6),
may be used for all names of persons and places. (*b*)
Philips' *Handy Scripture Atlas** (1/-). (*c*) *Historical
Geography of the Holy Land*, by S. R. Macphail (Clark,
1/-), pp. 95-122. (*d*) *Helps to the Study of the Bible*
(Oxford Press, 3/6). (*e*) *Heroes and Writers of the Book
of Common Prayer*, by G. M. Forde (S.P.C.K., 3/6).
Egypt and Israel, by Professor Flinders Petrie (S.P.C.K.,
5/-), pp. 50-96.

† The 114th term of work set since the Parents' Union School began.

For Sunday reading (optional) :—] *The Abraham Lincoln*, by W. M. Thayer (Milford, 3/6). *The Master Thinkers*, by R. J. Harvey-Gibson (Nelson, 2/6), pp. 15-112. *Eton Fables*, by C. Alington (Longmans, 3/6).

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), *or*, *Lectiones* (Spottiswoode, 1d. each, 1929). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6).

Sunday Occupations : A Book of Centuries : see new illustrated leaflet by Miss Bernau (P.N.E.U. Office, 6d.). Choose and inscribe verses in beautiful lettering on good paper or vellum, see *Lettering for Schools*, by M. Judson (Dryad, 3/6).

Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card) ; work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; *or* from the prose and poetry set for Literature ; words not known to be visualized ; a paragraph to be then dictated or to be occasionally written from memory ; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers, *or*, on subjects taken from the Programme. Short papers on great public questions discussed at election time. See *A Senior English Grammar*, pp. 166-199. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term. *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 152-179.

Literature (including holiday and evening reading).

Shakespeare's *Twelfth Night** (Blackie, 6d.). Ruskin's *Sesame and Lilies** (Allen & Unwin, 2/-). Scott's *The Antiquary** (Nelson, 1/6). *A History of English Literature for Boys and Girls*,* by H. E. Marshall (Jack, 10/6), pp. 556-619. Read from *Shakespeare to Hardy, An Anthology of English Lyrics** (Methuen, 3/6), contemporary poets : Wordsworth, Coleridge,

Shelley, Burns, etc. *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

English History.

A Short History of Great Britain since 1714,* by R. B. Mowat (Oxford Press, 3/6), pp. 538-637 (1823-1880). Begin a chart of the 19th Century (see reprint from *P.R.*, July, 1910, 3d.). Summaries of events and dates. Read the daily news and keep a calendar of events : take the *Home and Class Room* section of *The Times* (direct from *The Times* Office, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), (1823-1880), contemporary history from pp. 580-696 (omit set questions). *Ancient Times : A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 210-294 (c. 3000-700 B.C.) (omit set questions).

Continue a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/6 : see new illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all history studied during the term (Bible, English, French, General). Visit the British Museum or local museum ; *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6) may be used.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 48-72. North's *Plutarch's Lives : Aristeides** (Blackie, 10d.), pp. 9-66. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). Read from *Days to Remember*,* by John Buchan and Henry Newbolt (Nelson, 1/6), pp. 3-108.

Geography.

"Ambleside" map questions to be answered from map before each lesson ; then reading and narration ; memory sketch maps.

The Ambleside Geography Book, V.,* (Kegan Paul, 5/-), pp. 210-267 (U.S.A., Mexico and S. America). *The English Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 293-310. Huxley's *Physiography** (revised 1924, Macmillan, 5/-), pp. 212-285. Some account of the physiography of your neighbourhood. Philips' *Modern School Atlas of Physical, Political and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on maps of the world every week.

Natural History and Geology.†

*Winners in Life's Race,** by A. Buckley (Macmillan, 6/-), pp. 314-353. *The Elements of Geology,** by M. A. Johnston (Nelson, 3/6), pp. 247-272 and 13-80, with a good map of the British Isles; give some account of the geology of your own neighbourhood. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), with flower, bird and insect lists, and make daily notes. For out-door work take a special study suitable to season and climate, *e.g.,* Grasses (S.N.S.U. leaflets, Nos. 19 and 42). The following may be used: Furneaux's *A Nature Study Guide* (Longmans, 6/6), *The Changing Year,* by F. M. Haines (Wadsworth, 3/-).

General Science, etc.

*Some Wonders of Matter,** by Bishop Mercer (S.P.C.K., 5/-), pp. 100-158. *A Voyage in Space,** by Professor H. N. Turner (S.P.C.K., 7/6), pp. 87-123.

Hygiene and Physiology, Domestic Economy.

*Physiology and Hygiene,** by J. Argyll Campbell (Bell, 3/6), pp. 1-65; omit set questions.

Picture Study and Architecture.

Study, describe (and draw from memory details of) six reproductions* of pictures by Giotto (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review,* for April, 1929. *The Story of Architecture,** by P. L. Waterhouse (Batsford, 6/-), pp. 189-228.

French.1 (See N.B. 3.)

*L'Enseignement Littéraire du Français,** by J. Molmy, Vol. 1. (Hachette, 2/6), lessons 34-41 inclusive. Teacher study preface. Read and narrate *La Vie de Polichinelle,** by O. Feuillet (Hachette, Bibliothèque Blanche, 1/3), pp. 49-110. Read several poems and learn one from *Recueil de Poèmes,* by J. Molmy, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 3.)

*A Latin Book for Beginners, A Preparation for the Reading of Latin Literature,** Part II., by M. C. Gardner (Oxford Press, 1/9), §§ 65-70, inclusive. *Cæsar's Gallic War,** Books I.-III., by C. Hignet (Oxford Press, 2/6), Book I., §§ 27-42, inclusive.

German.1 (See N.B. 3.)

*Primary German Course,** by O. Siepmann (Macmillan, 4/-), Lessons 27-30, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Bechstein's *Märchen* (Blackie, 9d.).

† Overseas members see special leaflet.
1Schools may substitute the national language.

or, preferably, Italian.1 (See N.B. 3.)

*Italian Lessons and Readings,** by C. U. Clark (Harrap, 5/-), Lessons 10-12. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo** (P.N.E.U. Office, 3/-), chapters 20-30 (inclusive).

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 131-141. Mensuration, sections 219-223. Revise back work; examples may be taken from Dr. Ballard's *Fundamental Arithmetic,* Book V. (London University Press, Teacher's Book 2/3, Pupil's 1/1).
Important: to be read in leisure time, *Number Stories of Long Ago,* by D. E. Smith (Ginn, 2/9). Teacher will find useful *The Essentials of Arithmetic,* by P. B. Ballard, M.A., D.Litt.

Geometry. (See N.B. 3.)

*A Shorter School Geometry,** by H. Hall and F. Stevens (Macmillan, 4/6), pp. 92, 93, 154, 155, 158-161, 165-183, and revise Section I. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

Algebra. (See N.B. 3.)

*A School Algebra,** by H. Hall, Part I. (Macmillan, 3/6), pp. 108, 109, 122-131, 134-136, or continue.

Drawing.

Teacher should consult *Drawing, Design and Craftwork,* by F. J. Glass (Batsford, 12/-).
Sketching: see Glass, pp. 159-164. *The Way to Sketch,* by Vernon Blake (Clarendon Press, 7/6), chapters 3, 6, etc., may be used. Studies in textures (Glass, pp. 143-145, etc.). Drawing from memory (Glass, p. 23). Paintbox with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Music.

In addition to usual work, choose and learn a suitable composition, by Tchaikovsky. Teacher may use *An Introduction to Music,* by H. E. Piggott (Dent, 3/6).

Musical Appreciation.

The work of Tchaikovsky, see *Our Work,* April *P.R. Music and its Story,* by R. T. White (Cambridge Press, 5/-), pp. 107-155; teacher use appendices I.-IV. Beginners use *An Introduction to Music,* by H. E. Piggott (Dent, 3/6). For reference: *The Complete Book of the Great Musicians,* by P. Scholes (Oxford Press, 12/6, or in parts, 4/6 each part, Part III. for Tchaikovsky).

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 150, 72. A scene from Shakespeare. Two poems from anthology set. Two of Keble's hymns.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (Chapman's translation), (Simpkin Marshall, 3/6), Books 1-4. George Eliot's *Silas Marner** (Nelson, 1/6), or Dickens' *David Copperfield** (Nelson, 1/6), 2 vols. Wordsworth's *Poems,** complete edition (Oxford Press, 3/6) : read from "Poems of the Imagination and Fancy."

Singing.

Three French songs, from *The Folk-Songs of France,* Book I. (Novello, 2/-). Three English songs from *The Oxford Song Book,* Vol. II. (Oxford Press, 7/6), words only (2/-), or, *The Pocket Sing-Song Book* (Novello, words and music, 1/6). One or two of Tchaikovsky's songs (see *Our Work*). *On Music Teaching,* by W. H. Leslie (P.N.E.U., 6d.).

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6), with *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). *An Introduction to the English Country Dance,* Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Scandinavian Dances,* Series II. (Ling Association, Instructions 3d., Music 8d.). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Cricket, tennis.

Work.

Teacher should consult *Drawing, Design and Craftwork,* by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children,* by J. Gwynn (Harrap, 2/6) ; (1) *Practical Housecraft* : (2) *Housewifery,* (3), *Cookery* (Longmans, 6d. each). *Cardboard Modelling,* by C. W. D. Boxall (Charles, 2/6) : make six models (Ambleside students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). *A Manual of Claymodelling,* by H. Unwin (Longmans, 4/6) : make six models. Boys: *101 Things for a Boy to make,* by A. C. Horth (Batsford, 5/-). Darn

and mend garments for the wash each week : *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Make or knit a garment for a miner's child ; an address can be had from Ambleside.

Teacher will find valuable help in the teaching of Drawing and all Handicrafts in the following : *Applied Art,* by Pedro J. Lemos (Batsford, 28/-). (It is not suggested that stereotyped courses should be followed.)

N.B. 1.—Pupils should spend one year in Form IV. (average age 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education.* 5/6, *School Education,* 5/-, *Parents and Children,* 5/- (P.N.E.U. Office). Keep a record of work (see leaflet H.)

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. *One* copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review.*

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age ; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires *(not less)* single, double lines (two rulings) and squares ; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band with woven badge (2/6), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/- and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Blazers, from 17/6 each. P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form ; orders should be sent as early as possible.

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Motto: "*I am, I can, I ought, I will.*"

FORM IV.

Pupils' Names................. ....

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Bible Lessons.

I. 1. "Come now therefore, I pray thee, curse me these people." On what occasion were these words spoken? Tell the story shortly. What lessons may we learn as to the behaviour of conscience?

    2. Give some account of Jephthah, and his championship of Israel against the Ammonites. Discuss his " barbarous vow."

II. 1. " I appeal unto Cæsar." What was the significance of this appeal, and under what circumstances was St. Paul forced to make it?

    2. Give some account of the character of St. Paul as shown by the circumstances and events of his voyage to Rome.

    3. How did our Lord teach by parables the lessons of (*a*), Divine compassion, (*b*), Divine judgment?

Writing. (Writing should also be considered in each answer.)

    Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling should also be considered in each answer).

    Sesame and Lilies, page 4, Lecture I., § 3, " Practically . . . love of pleasure."

Composition.

1. Write some lines in the metre of, for example, one of Wordsworth's poems, upon one of the following,— (a), "The Gods in Council sit, to call Ulysses from Calypso's thrall," (b), a scientific discovery, (c), the flight of birds, (d), by the riverside in summer,

or, 1. Write a scene for acting from *David Copperfield* or *Silas Marner.*

2. A short essay on the problems to be faced by the Labour Government.

English Grammar.

1. Analyse the following, and parse the words in italics,—

"A late lark *twitters* from the quiet skies,
And from the west,
Where the sun, his day's work *ended,*
Lingers as in content,
There falls on the old, gray city
An influence, *luminous* and serene,
A shining peace."

2. What do you understand by the following figures of speech,—(a), simile, (b), metaphor, (c), hyperbole, (d), metonomy? Give examples of each in sentences.

3. Write notes on (a), Iambic pentameter (b), cæsura, (c), alliteration, (d), ballad metre, (e) the sonnet. Give (or name) examples.

Literature.

1. Mention poems that you have read by (a), Wordsworth, (b), Shelley. Give the substance of one poem by (a) and (b), quoting favourite lines.

2. Write an essay upon "Kings' Treasuries," according to Mr. Ruskin.

3. Write a sketch of the character that interested you most in (a), *The Antiquary,* or, (b), *Twelfth Night.*

English History.

1. Write a brief account, with dates, of (a), The American Civil War, *or,* (b), The Empire in the time of Palmerston and Russell.

2. Describe Gladstone's first Ministry, *or,* (b), the early career of Disraeli.

3. What do you know of the "sad results of the Industrial Revolution"? Give the history of two of the plans for reform which followed. Dates.

General History.

1. Write a short account of the Grand Age in Crete. Show how Crete became the link between the Ægean and the Nile. Drawings and dates.

2. Describe briefly the Second Republic and the Second Empire in France. Dates.

3. Write a short account of the founding of the Kingdom of Italy. Dates.

Citizenship

1. Give examples, if possible, from your reading this term of how, (a), a good man, (b), a bad man, reasons. How do reason and will work together?

2. Show why Plato gave Aristeides praise above all the many other famous and notable men of Athens.

Geography.

1. Make a rough sketch-map of the United States, putting in the boundaries, physical features, and the Middle Atlantic States with their chief towns. Describe (a), the prairies, (b), the Gulf States.

2. Of what does the West Indies consist? Discuss the situation, climate and scenery of two of the principal islands.

3. Write a short account of the movements of the land with regard to earthquakes and volcanoes. Where do such movements most frequently occur?

Natural History.

1. Explain fully the statement that a whale is not a fish. Diagram.

2. Give some account of the Cambrian period and of life in Cambrian times. Drawings.

3. Describe, with drawings, six of the grasses you have found this summer.

General Science.

1. What is known about the behaviour of (a), gases, (b), liquids? Describe and illustrate.

2. What do you know of the history of the great reflecting telescope? Why are mirrors used instead of lenses?

Physiology and Hygiene.

1. Write shortly of the history of Physiology and Hygiene, giving names and approximate dates. What is the work of the Ministry of Health to-day?

2. Write about (a), the composition of air, (b), respiration. Diagram.

Picture Study and Architecture.

1. Describe "The Vision of Poverty," by Giotto.
2. "The story of Brunelleschi is the story of the origin and growth of Renaissance architecture in Italy." Write the story and describe, with drawings, one building of the Renaissance style.

French.

1. Write, in French, an account of (a), one of Polichinelle's adventures from this term's reading, or, (b), un promenade en été."
2. Translate page 105, *L'Enseignement Littéraire du Français*, Vol. I., "Waking up . . . spring,"
3. Write notes, in French, on two of the following terms, giving two examples of each in sentences,—passé indefini, le plus-que-par-fait, la forme passive, l'article partitif.

Latin.

1. Write three Latin sentences, and translate them, to illustrate three kinds of Conditional Sentences.
2. Translate sentences 9 and 10 of § 69 in *A Latin Book for Beginners*, Part II.
3. (a), Translate : *A Latin Book for Beginners*, Part II., § 70, lines 13-19, *or*, *Cæsar's Gallic War*, Book I., § 32, lines 1-6 (permanere). (b) Read again the Latin of what you have translated, then write a narration in Latin.

German.

1. Translate into German *Siepmann*, page 195, II. Reproduction, "One morning . . . in the left."
2. Use, in sentences, the adverbs from a contrast to *hier, unten. vorn, heute, frisch.*
3. Use, in sentences, the Third Person Singular, Present Indicative, of *können, dürfen, mögen, müssen, wollen.*

or, Italian.

1. Translate into English Exercise A 1-8, page 65 (Clark), and retranslate into Italian.
2. Make sentences, using the comparative and superlative of the following,—*grande, piccolo, buono, cattivo.*
3. Write six sentences of a narration of a story you have read in Italian.

Arithmetic.

1. What amount of $4\frac{1}{2}\%$ stock at 88 can be bought for £2420, and what annual income would be derived ?
2. Find the area of a circular ring whose outer and inner radii are 4 ft. 9 in. and 2 ft. 3 in. respectively $(\pi = \frac{22}{7})$.
3. Find the Banker's Discount on a bill of £825 drawn on March 22nd at 6 months and discounted on May 2nd at $3\frac{1}{2}\%$ (add 3 days of grace).

Geometry.

1. Prove that chords of a circle which are equidistant from the centre are equal.
2. Prove that the medians of a triangle meet at a point which is a point of trisection of each median.
3. Points A and B are respectively 2 in. and $2\frac{1}{2}$ in. from a straight line XY. Find a point on XY equidistant from A and B. Give proof.

Algebra.

1. Solve the equations : $\begin{cases} 13x + 17y = 5. \\ 17x + 13y = 25. \end{cases}$
2. Taking 5 cm. as the equivalent of 2 inches, draw a graph to convert centimetres to inches and inches to centimetres. Hence express 9 in. in cm., and 12·5 cm. in inches.
3. The difference of two numbers is $\frac{2}{7}$ of their sum ; half of their sum is 7 ; find the numbers.

Drawing.

1. Draw, from memory, some figures at work out-of-doors.
2. A glass of water with a slice of lemon and a spoon, standing upon a wooden tray.

Musical Appreciation.

What music by Tchaikovsky have you heard this term ? Write your impressions of any one of the compositions.

Recitations.

Father to choose two Bible passages and a poem.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report.*

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send

in their reports only.   No work to be sent up.   Summer Reports *(only)* to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects.   Names, *in full*, ages and classes to appear on the Reports.   Schools and Classes should state the number of children working in each Form.

For scale of marks *(as remarks)* to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form *(a)*, **how the pupil has worked during the term;** *(b)*, **if there has been any handicap on account of illness during the term;** *(c)*, **the reason for the omission of subjects in the examination.**